Outcomes minutes of Learning Quotomes Recap:Students will be asked to reinforced numbers from 0 to 50 while reading them through ppt/ flashcards. Show the students counting song 1 to 50. https://goutu.be/bd741V9Ingt. 5 mins Completion We Are Learning to: ldentify and count number 4I. 5 mins Cained skill: It helps us to enhance our counting skills. Introduction:Use flashcards to revise the numbers I- 40. Show them 4 sets of colour pencils and tell them that they are 4 group of ten. 4 group of ten means there are 40 pencils. If we add I more colour pencils, how many pencils are they now? Tell students that 4 ten and I units make number 4I. Show number 4I flashcard and ask which number is this? Write big number on board and neourage students to repeat after gou. Ask what number comes after 402 Ask the students to trace the number in the air. It is important that this is done using the whole arm moving from the shoulder. 20 mins relate quantity with the the winner. Repeat again and again where is number 4J and momber Note: Number 4I will be written more time than other numbers and write correction Note: Number 4I will be written more time than other numbers students to open book pagen o	Resources
Upon the completion of thisflashcards. Show the students counting song I to 50. https://youtu.be/bd74.NGluy4.Students Studentsof thisWe Are Learning to: Identify and count number 41. Gained skill: It helps us to enhance our counting skills.Students assessed on Identifying that they are 4 group of ten. 4 group of ten means there are 4-0 pencils. If we add I more colour pencils and tell them how many pencils are they now? Tell students that 4 ten and I units make number 41. flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 40? Ask the students to trace the number in the air. It is important that this is done using the whole arm moving from the shoulder. Guided practice: On several piece of papers write number 20 to 41 and hide them in class. Ask them there are few numbers hidden in the dass. Find number 40 Where are you? Note: Number 41 will be written more time than other numbers Students will do tracing practice of number 41 on the table display while using two fingers/board marker. (Teacher will take a printout of hollow number 41 and cover the table with the plastic sheet.20 minsrecordsFocused Task:Ask students to open book page no Ask them to move your finger on number 41 and say it aloud. Ask them what is in the picture? Ask them have they seen the sheep? What colour of the sheep, count them by putting their finger one by one and tell the number. Ask them open their copress. Wrap up:Students will be asked to count till 41 aloud. Repeat which number we are learning today? Its number 41.5 mins	
completion of thisWe Are Learning to: Identify and count number 41.Students what I am looking for: How well you Identify and count number 41.Gained skill: It helps us to enhance our counting skills.Introduction:Use flashcards to revise the numbers I- 40. Show them 4 sets of colour pencils and tell them that they are 4 group of ten. 4 group of ten means there are 40 pencils. If we add I more colour pencils, how many pencils are they now? Tell students that 4 ten and I units make number 41. Show number 41 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 40? Ask the students to trace the number in the air. It is important that this is done using the whole arm moving from the shoulder.IO mins20 minsGuided practice:On several piece of papers write number 20 to 41 and hide them in class. Ask them there are few numbers hidden in the dass. Find number 40 the winner. Repeat again and again where is number 41 Where are you?20 mins20 minsNote: Number 44 will be written more time than other numbers numberStudents will do tracing practice of number 41 on the table display while using two fingers/board marker. (Teacher will take a printout of hollow number 41and paste it on the table in front of each chair and cover the table with the plastic sheet.20 minscorrectionFocused Task:Ask students to open book page no Ask them to move your finger on number 41 and say it aloud. Ask them what is in the picture? Ask them have they seen the sheep? What colour of the sheep, count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 41. Give them a set amount of time to complete the task and monitor their progress. Wrap up:Students will be asked to coun	
of this lesson,What I am looking for: How well you Identify and count number 4I. Gained skill: It helps us to enhance our counting skills. Introduction: Use flashcards to revise the numbers 1– 40. Show them 4 sets of colour pencils and tell them that they are 4 group of ten. 4 group of ten means there are 40 pencils. If we add I more colour pencils, how many pencils are they now? Tell students that 4 ten and I units make number 4I. Show number 4I flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 40? Ask the students to trace the number in the air. It is number 4I equantity important that this is done using the whole arm moving from the shoulder. Guided practice: On several piece of papers write number 20 to 4I and hide them in class. Ask them there are few numbers hidden in the class. Find number 400 will have more number 4I, will be the winner. Repeat again and again where is number 4I? Where are you?20 minsNote: Number 4I will be written more time than other numbers and write the table will do tracing practice of number 4I on the table display while using two fingers/board marker. (Teacher will take a printout of hollow number 4I on the table in front of each chair and cover the table with the plastic sheet.20 minsFocused Task:Ask students to open book page no	Flash
lesson, StudentsGained skill: It helps us to enhance our counting skills. Introduction:Use flashcards to revise the numbers I= 40. Show them 4 sets of colour pencils and tell them how many pencils are they now? Tell students that 4 ten and I units make number 4I. Show number 4I flashcard and ask which number is this? Write big number on board and encourage students to repeat important that this is done using the whole arm moving from the shoulder. Guided practice:On several piece of papers write number 20 to 4-I and hide them in class. Ask them there are few numbers hidden in the class. Find number 4/I will be with the shoulder. Note: Number 4I will be written more time than other numbers Students will do tracing practice of number 4I on the table display while using two fingers/board marker. (Teacher will take a printout of hollow number 4I on the table display while using two fingers/board marker. (Teacher will take a printout of hollow number 4I on the table display while using two fingers/board marker. (Teacher will take a printout of hollow number 4I on the table display while using two fingers for and marker. (Teacher will take a printout of hollow number 4I on the table display while using two fingers /board marker. (Teacher will take a printout of hollow number 4I on the table display while using two fingers on number 4I and say it aloud. Ask them what is in the picture? Ask them to move your finger on number 4I and say it aloud. Ask them what is in the picture? Ask them have they seen the sheep? What colour of the sheep, count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 4I. Cive them a set amount of time to complete the task and monitor their progress. Wrap up:Students will be asked to count till 4I aloud. Repeat which number we are learning today? Its number 4I.5 mins	cards/ppt
Students will be able to:Introduction:Use flashcards to revise the numbers I-40. Show them 4 sets of colour pencils and tell them mumber 41 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 40? Ask the students to trace the number in the air. It is important that this is done using the whole arm moving from the shoulder. Cuided practice:On several piece of papers write number 20 to 4-1 and hide them in class. Ask them there are few numbers hidden in the class. Find number 4-100, Who will have more number 4-1, will be the winner. Repeat again and again where is number 4-100, Who will have more number 4-1, will be with the number and write number that table will do tracing practice of number 4-1 on the table display while using two fingers/board marker. (Teacher will take a printout of hollow number 4-1 and say it aloud. Ask them what is in the picture? Ask them have they seen the sheep? What colour of the sheep, count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 4-1.Identifying number 4-15 mins5 mins	
 will be able that they are 4 group of ten. 4 group of ten means there are 40 pencils. If we add 1 more colour pencils, how many pencils are they now? Tell students that 4 ten and 1 units make number 41. Show number 41 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 40? Ask the students to trace the number in the air. It is number 41 important that this is done using the whole arm moving from the shoulder. Cuided practice: On several piece of papers write number 20 to 41 and hide them in class. Ask them there are few numbers hidden in the class. Find number 44only. Who will have more number 41, will be with the inner. Repeat again and again where is number 41? Where are you? Note: Number 41 will be written more time than other numbers Students will do tracing practice of number 41 on the table display while using two fingers/board marker. (Teacher will take a printout of hollow number 41 and paste it on the table in front of each chair and cover the table with the plastic sheet. Focused Task: Ask students to open book page no Ask them to move your finger on number 41 and say it aloud. Ask them what is in the picture? Ask them have they seen the sheep? What colour of the sheep, count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 41. Cive them a set amount of time to complete the task and monitor their progress. Wrap up:Students will be asked to count till 41 aloud. Repeat which number we are learning today? Its 	
 to: how many pencils are they now? Tell students that 4 ten and 1 units make number 41. Show number 41 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 40? Ask the students to trace the number in the air. It is important that this is done using the whole arm moving from the shoulder. Guided practice: On several piece of papers write number 20 to 41 and hide them in class. Ask them there are few numbers hidden in the class. Find number 400, Who will have more number 41, will be the winner. Repeat again and again where is number 41? Where are you? Note: Number 41 will be written more time than other numbers and write Students will do tracing practice of number 41 on the table display while using two fingers/board marker. (Teacher will take a printout of hollow number 41 on the table display while using two fingers/board marker. correction Focused Task:Ask students to open book page no Ask them to move your finger on number 41 and say it aloud. Ask them what is in the picture? Ask them have they seen the sheep? What colour of the sheep, count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 41. Give them a set amount of time to complete the task and monitor their progress. Wrap up:Students will be asked to count till 41 aloud. Repeat which number we are learning today? Its number 41. 	
Identify number 41flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 40? Ask the students to trace the number in the air. It is important that this is done using the whole arm moving from the shoulder.quantity with the inportant that this is done using the whole arm moving from the shoulder.Quantity with the there are few numbers hidden in the class. Find number 410nly. Who will have more number 41, will be the winner. Repeat again and again where is number 41? Where are you? Note: Number 41 will be written more time than other numbers Students will do tracing practice of number 41 on the table display while using two fingers/board marker. (Teacher will take a printout of hollow number 41and paste it on the table in front of each chair and cover the table with the plastic sheet.20 minsFocused Task:Ask students to open book page noAsk them have they seen the sheep? What colour of the sheep, count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 41. Give them a set amount of time to complete the task and monitor their progress. Wrap up:Students will be asked to count till 41 aloud. Repeat which number we are learning today? Its5 mins	
Identify number 41flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 40? Ask the students to trace the number in the air. It is important that this is done using the whole arm moving from the shoulder.quantity with the important that this is done using the whole arm moving from the shoulder.Quantity with the shoulder.Quantity with the number 41Quantity with the there are few numbers hidden in the class. Find number 41only. Who will have more number 41, will be the winner. Repeat again and again where is number 41? Where are you? Note: Number 41 will be written more time than other numbers Students will do tracing practice of number 41 on the table display while using two fingers/board marker. (Teacher will take a printout of hollow number 41 and paste it on the table in front of each chair and cover the table with the plastic sheet.Quantity mumber 41 and say it aloud. Ask them what is in the picture? Ask them have they seen the sheep? What colour of the sheep, count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 41. Give them a set amount of time to complete the task and monitor their progress. Wrap up:Students will be asked to count till 41 aloud. Repeat which number we are learning today? Its5 mins	
Identify after you. Ask what number comes after 40? Ask the students to trace the number in the air. It is with the number 41 important that this is done using the whole arm moving from the shoulder. Guided practice: On several piece of papers write number 20 to 41 and hide them in class. Ask them after you. Ask what number shidden in the class. Find number 41 on the states. The number 41 on the dist. Who will have more number 41, will be 20 mins quantity there are few numbers hidden in the class. Find number 41? Where are you? 20 mins number Note: Number 41 will be written more time than other numbers Students will do tracing practice of number 41 on the table display while using two fingers/board marker. 20 mins number (Teacher will take a printout of hollow number 41 on the table display while using two fingers on number 41 and cover the table with the plastic sheet. Students students to open book page no Ask them to move your finger on number 41 and say it aloud. Ask them what is in the picture? Ask them have they seen the sheep? What colour of the sheep, count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 41. Give them a set amount of time to complete the task and monitor their progress. 5 mins Wrap up:Students will be asked to count till 41 aloud. Repeat which number we are learning today? Its 5 mins	
number 41 relate quantity with the number and write number correction Tecked Task:Ask them what is in the plastic sheet. correction Note: Number 41. Cuided practice:On several piece of papers write number 20 to 41 and hide them in class. Ask them there are few numbers hidden in the class. Find number 40nly. Who will have more number 41, will be the winner. Repeat again and again where is number 41? Where are you? Note: Number 41 will be written more time than other numbers Students will do tracing practice of number 41 on the table display while using two fingers/board marker. (Teacher will take a printout of hollow number 41 and paste it on the table in front of each chair and cover the table with the plastic sheet. Focused Task:Ask students to open book page no Ask them to move your finger on number 41 and say it aloud. Ask them what is in the picture? Ask them have they seen the sheep? What colour of the sheep, count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 41. Give them a set amount of time to complete the task and monitor their progress. Wrap up:Students will be asked to count till 41 aloud. Repeat which number we are learning today? Its 5 mins	
relate Guided practice :On several piece of papers write number 20 to 41 and hide them in class. Ask them. quantity there are few numbers hidden in the class. Find number 41only. Who will have more number 41, will be the winner. Repeat again and again where is number 41? Where are you? Note: Number 41 will be written more time than other numbers and write Students will do tracing practice of number 41 on the table display while using two fingers/board marker. (Teacher will take a printout of hollow number 41 and paste it on the table in front of each chair and cover the table with the plastic sheet. Focused Task:Ask students to open book page no Ask them to move your finger on number 41 and say it aloud. Ask them what is in the picture? Ask them have they seen the sheep? What colour of the sheep, count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 41. Give them a set amount of time to complete the task and monitor their progress. Wrap up:Students will be asked to count till 41 aloud. Repeat which number we are learning today? Its number 41.	
quantity with the numberthere are few numbers hidden in the class. Find number 4-lonly. Who will have more number 4-l, will be the winner. Repeat again and again where is number 4-l? Where are you? Note: Number 4-l will be written more time than other numbers and write number20 minsNote: Number 4-l will be written more time than other numbers Students will do tracing practice of number 4-l on the table display while using two fingers/board marker. (Teacher will take a printout of hollow number 4-l and paste it on the table in front of each chair and cover the table with the plastic sheet.20 minsFocused Task:Ask students to open book page no Ask them have they seen the sheep? What colour of the sheep, count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 4-l. Give them a set amount of time to complete the task and monitor their progress. Wrap up:Students will be asked to count till 4-l aloud. Repeat which number we are learning today? Its5 mins	
 with the the winner. Repeat again and again where is number 41? Where are you? Note: Number 41 will be written more time than other numbers and write Students will do tracing practice of number 41 on the table display while using two fingers/board marker. (Teacher will take a printout of hollow number 41and paste it on the table in front of each chair and cover the table with the plastic sheet. Focused Task:Ask students to open book page no Ask them to move your finger on number 41 and say it aloud. Ask them what is in the picture? Ask them have they seen the sheep? What colour of the sheep, count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 41. Give them a set amount of time to complete the task and monitor their progress. Wrap up:Students will be asked to count till 41 aloud. Repeat which number we are learning today? Its number 41. 	Paper
 Note: Number 41 will be written more time than other numbers Students will do tracing practice of number 41 on the table display while using two fingers/board marker. (Teacher will take a printout of hollow number 41and paste it on the table in front of each chair and cover the table with the plastic sheet. Focused Task: Ask students to open book page no Ask them to move your finger on number 41 and say it aloud. Ask them what is in the picture? Ask them have they seen the sheep? What colour of the sheep, count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 41. Give them a set amount of time to complete the task and monitor their progress. Wrap up:Students will be asked to count till 41 aloud. Repeat which number we are learning today? Its 5 mins 	pieces
 number (Teacher will take a printout of hollow number 4 land paste it on the table in front of each chair and cover the table with the plastic sheet. correction Focused Task: Ask students to open book page no Ask them to move your finger on number 4 l and say it aloud. Ask them what is in the picture? Ask them have they seen the sheep? What colour of the sheep, count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 4 l. Give them a set amount of time to complete the task and monitor their progress. Wrap up:Students will be asked to count till 4 l aloud. Repeat which number we are learning today? Its number 4 l. 	having
 number (Teacher will take a printout of hollow number 4 land paste it on the table in front of each chair and cover the table with the plastic sheet. correction Focused Task: Ask students to open book page no Ask them to move your finger on number 4 l and say it aloud. Ask them what is in the picture? Ask them have they seen the sheep? What colour of the sheep, count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 4 l. Give them a set amount of time to complete the task and monitor their progress. Wrap up:Students will be asked to count till 4 l aloud. Repeat which number we are learning today? Its number 4 l. 	number I
 with cover the table with the plastic sheet. Focused Task: Ask students to open book page no Ask them to move your finger on number 41 and say it aloud. Ask them what is in the picture? Ask them have they seen the sheep? What colour of the sheep, count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 41. Give them a set amount of time to complete the task and monitor their progress. Wrap up:Students will be asked to count till 41 aloud. Repeat which number we are learning today? Its number 41. 	to 4-1
say it aloud. Ask them what is in the picture? Ask them have they seen the sheep? What colour of the sheep, count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 41. Give them a set amount of time to complete the task and monitor their progress. Wrap up:Students will be asked to count till 41 aloud. Repeat which number we are learning today? Its 5 mins number 41.	
say it aloud. Ask them what is in the picture? Ask them have they seen the sheep? What colour of the sheep, count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 41. Give them a set amount of time to complete the task and monitor their progress. Wrap up:Students will be asked to count till 41 aloud. Repeat which number we are learning today? Its 5 mins number 41.	Book page
sheep, count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 41. Give them a set amount of time to complete the task and monitor their progress. Wrap up:Students will be asked to count till 41 aloud. Repeat which number we are learning today? Its number 41.	no
write the number 41. Give them a set amount of time to complete the task and monitor their progress. Wrap up:Students will be asked to count till 41 aloud. Repeat which number we are learning today? Its number 41.	
Wrap up:Students will be asked to count till 41 aloud. Repeat which number we are learning today? Its 5 mins number 41.	Copy work
number 41.	15
Reflection	

Mathemati	cal Development Title: Learning number 42 Day: 2 Class: Kindergarten			
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap:Students will be asked to reinforced numbers from 0 to 50 while reading them through ppt/	5 mins		
Upon the	flashcards. Show the students counting song I to 50. <u>https://youtu.be/jhXUIggcFlk</u>			Flash
completion	We Are Learning to: Identify and count number 42.		Students	cards/ppt
of this	What I am looking for: How well you Identify and count number 42.		will be	
lesson,	Gained skill: It helps us to enhance our counting skills.		assessed on	
Students	Introduction:	10 mins	ldentifying	
will be able	Use flashcards to revise the numbers 1-41. Show them 4 sets of colour pencils and tell them that they		number 42	
to:	are 4 group of ten. 4 group of ten means there are 40 pencils. If we add 2 more colour pencils, how		relate	
	many pencils are they now? Tell students that 4 ten and 2 units make number 42 . Show number 42		quantity	
ldentify	flashcard and ask which number is this? Write big number on board and encourage students to repeat		with the	
number 42	after you. Ask what number comes after 41? Ask the students to trace the number in the air. It is		number	
relate	important that this is done using the whole arm moving from the shoulder. Ask students to come on board			Disposable
quantity	and write number 42 . Tell students that 4 ten and 2 units makes 42 .	20 mins		glasses,
with the	Guided practice:			beads/
number	Divide students in groups and provide them with disposable glasses. Label each glasswith a number 41 and			counters
and write	42. Provide counters/ beads to them. Ask them to put counters/ beads in the glassesaccording to the			
number	number written on the glass.			Book page
with	Focused Task:			no
correction	Ask students to open book page no Ask them to move your finger on number 42 and say it aloud.	5 mins		
	Ask them there are different coloured T-shirts. Ask the students count them by putting their finger one			Copy work
	by one and tell the number. Ask them open their copies and write the number 42. Give them a set			
	amount of time to complete the task and monitor their progress.			
	Wrap up:			
	Students will be asked to count till 42 aloud. Repeat which number we are learning today? Its number			
	42.			
	Reflection:			
	Homework: Write number 41 and 42 on copies.			

Learning	cal Development Title: Learning number 43 Day: 3 Class: Kindergarten Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap: Students will be asked to reinforced numbers from 0 to 50 while reading them through ppt/	5 mins		
Upon the	flashcards. Show the students counting song I to 50. <u>https://youtu.be/jhXUIgacFlk</u>			Flash
completion	We Are Learning to: Identify and count number 43.		Students	cards/ppt
of this	What I am looking for: How well you Identify and count number 43.		will be	
lesson,	Gained skill: It helps us to enhance our counting skills.		assessed on	
Students	Introduction:	10 mins	ldentifying	
will be able	Use flashcards to revise the numbers I- 42. Show them 4 sets of straws and tell them that they are 4		number 43	
to:	group of ten. 4 group of ten means there are 40 straws. If we add 3 more straws, how many pencils are		relate	
	they now? Tell students that 4 ten and 3 units make number 43. Show number 43 flashcard and ask		quantity	
ldentify	which number is this? Write big number on board and encourage students to repeat after you. Ask what		with the	
number 43	number comes after 4-2? Ask the students to trace the number in the air. It is important that this is		number	
relate	done using the whole arm moving from the shoulder. Ask students to come on board and write number			Disposable
quantity	43. Tell students that 4 ten and 3 units makes 43 .	20 mins		glasses,
with the	Guided practice:Seat the students in small groups. Give each group the set of cards labelled 1–4-3 and			beads/
number	ask them to arrange them on their desks in the correct order. Walk around the room to check their			counters
and write	work. Tell the students that they must work in groups and allow each one to have a chance. Provide the			
number	blocks to each group and ask the students make a tower of 43 blocks.			Book page
with	Focused Task:			no
correction	Ask students to open book page no Ask them to move your finger on number 43 and say it aloud.			
	Ask them Mrs. Ahmad wants to buy cups help her to count how many cups in the shelf. Ask the students			Copy work
	count them by putting their finger one by one and tell the number. Ask them open their copies and write			
	the number 43. Give them a set amount of time to complete the task and monitor their progress.			
	Wrap up:Students will be asked to count till 43 aloud. Repeat which number we are learning today? Its number 43			
	Reflection:			

Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap:Students will be asked to reinforced numbers from 0 to 50 while reading them through ppt/	5 mins		
Upon the	flashcards. Show the students counting song I to 50. https://youtu.be/jhXUlggcFlk			Flash
completion	We Are Learning to: Identify and count number 44.		Students	cards/ppt
of this	What I am looking for: How well you Identify and count number 44.		will be	
lesson,	Gained skill: It helps us to enhance our counting skills.		assessed on	
Students	Introduction:	10 mins	ldentifying	
will be able	Use flashcards to revise the numbers I- 43. Show them 4 sets of colour pencils and tell them that they		number 44	
to:	are 4 group of ten. 4 group of ten means there are 40 pencils. If we add 4 more colour pencils, how		relate	
	many pencils are they now? Tell students that 4 ten and 4 units make number 44. Show number 44		quantity	
ldentify	flashcard and ask which number is this? Write big number on board and encourage students to repeat		with the	
number 44	after you. Ask what number comes after 43? Ask the students to trace the number in the air. It is		number	
relate	important that this is done using the whole arm moving from the shoulder. Ask students to come on board			Play
quantity	and write number 44. Tell students that 4 ten and 4 units makes 44.	20 mins		dough
with the	Guided practice: Give each student some play dough. Tell students to form 44-smallballs from the play			
number	dough.			Book page
and write	Focused Task: Ask students to open book page no Ask them to move your finger on number 44 and			no
number	say it aloud. Ask them there are turtles on the beach. Ask the students count them by putting their			
with	finger one by one and tell the number. Ask them open their copies and write the number 44. Give them a			Copy work
correction	set amount of time to complete the task and monitor their progress.			
	Wrap up:	5 mins		
	Students will be asked to count till 44 aloud. Repeat which number we are learning today? Its number			
	Lete.			
	Reflection:			
				Copy work
	Homework: Write number 43 and 44 on copies.			

Mathemati	cal Development Title: Learning number 45 Day: 5 Class: Kindergarten		1	1
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap:Students will be asked to reinforced numbers from 0 to 50 while reading them through ppt/	5 mins		
Upon the	flashcards. Show the students counting song I to 50. <u>https://youtu.be/jhXUIggcFlk</u>			Flash
completion	We Are Learning to: Identify and count number 45.		Students	cards/ppt
of this	What I am looking for: How well you Identify and count number 45.		will be	
lesson,	Gained skill: It helps us to enhance our counting skills.		assessed on	
Students	Introduction:	10 mins	ldentifying	
will be able	Use flashcards to revise the numbers I- 44. Show them 4 sets of colour pencils and tell them that they		number 45	
to:	are 4 group of ten. 4 group of ten means there are 40 pencils. If we add 5 more colour pencils, how		relate	
	many pencils are they now? Tell students that 4 ten and 5 units make number 45. Show number 45		quantity	
ldentify	flashcard and ask which number is this? Write big number on board and encourage students to repeat		with the	
number 45	after you. Ask what number comes after 44? Ask the students to trace the number in the air. It is		number	
relate	important that this is done using the whole arm moving from the shoulder. Ask students to come on board			Disposable
quantity	and write number 45 . Tell students that 4 ten and 2 units makes 45 .			glasses,
with the	Guided practice: Ask the students to sit in a large circle. Begin by saying the first number (1 to 45) in the			beads/
number	sequence and rolling the ball to one of the student. The student should stop the ball, say the next number,			counters
and write	and roll the ball to another student who must catch the ball and say the next number, etc. If a student	20 mins		
number	fails to stop the ball, cannot continue the sequence, or says the wrong number, she/he should sit down for			
with	one minute before rejoining the game.			
correction	Focused Task:Ask students to open book page no Ask them to move your finger on number 45 and			
	say it aloud. Ask them prince is counting his soldiers. Ask the students help the prince to count them by			Book page
	putting their finger one by one and tell the number. Ask them open their copies and write the number			no
	45. Give them a set amount of time to complete the task and monitor their progress.			
	Wrap up:Students will be asked to count till 45 aloud. Repeat which number we are learning today? Its	_		Copy work
	number 45.	5 mins		
	Reflection:			
				Book page
	Homework: Do book page no			no